

2026-2027 School Plan – Montgomery Street School

VISION <i>At Montgomery Street School, our goal is to build a community where all students can grow, learn, and be responsible, as active citizens in an ever-changing world.</i>			
MISSION <i>At MSS, we are Monty Movers!</i> <i>Mindful Open-minded Never giving up Trying our best Yes, we’re working hard every day!</i>			
VALUES <i>Cooperative Open-Minded Resilient Empathetic</i> <i>Respectful Inclusive Perseverant Caring</i> <i>Supportive Curious Flexible Connected</i>			
Goal(s)	Actions	Indicators of Success	Positive Learning & Working Environment Component:
Montgomery Street School will implement the PBIS framework as a means to stabilize expectations for all school members while setting the stage for academic, social-emotional, and behavioural success. Year One will focus on the development of a behaviour matrix and school-wide expectations that will be intentionally taught, reviewed, and implemented throughout the year. Staff, students, and the school community will engage in the development, with the PSSC working to communicate with families in support of this goal. Year 2 will extend our understanding and implementation of PBIS strategies, in consultation with EECD, ASD-W, and other stakeholders.	- Common, intentional, behaviour-specific lessons, delivered in whole-class settings, by classroom teachers. - Reinforced through mini-lessons by school counsellor. - Monthly assemblies to teach the behaviour matrix, once monthly for Year 1 (more as needed) - Develop a focus on matrix behaviours, system of recognition (i.e. ‘caught you’ cards, ‘shout out’ cards, stickers)	A reduction in problematic behaviours, common language being used by staff and students, common expectations implemented, including a system of recognition, an increase in consistent attendance, improved school culture, and a generally positive learning and working environment.	☒ Safety ☒ Relationships ☒ Teaching and Learning ☒ Institutional Environment ☒ Improvement Process
Montgomery Street School will continue working to improve reading comprehension skills by further committing to consistent, explicit reading instruction and improving the use of Tier 1 intervention strategies. Professional learning aimed at strengthening Tier 1 interventions in literacy, along with coaching and mentoring through our AST, district staff, PLCs, and collaborative planning will support building teacher efficacy and student achievement.	- PL on Tier 1 interventions and how targeted instruction can have a long-lasting impact - Daily literacy intervention (guided groups) - End-of-unit assessments (decodable books, reading comprehension, MAZE, ORF, etc) will indicate student achievement and any learning gaps	Increased achievement levels, measurable gains, reduction in classroom disruptions related to work-avoidance and learning challenges, end-of-year targets being met	☐ Safety ☒ Relationships ☒ Teaching and Learning ☐ Institutional Environment ☒ Improvement Process

** If you would like to review the School Plan in greater detail, please reach out to the school principal.*